

Handling Social Media to Avoid Legal Violations Through Digital Legal Literacy at SMA Darulhikmah SouthTangerang

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Article Info

Article history:

Received Oct, 2026

Revised Oct, 2026

Accepted Oct, 2026

Keywords:

Digital Legal Literacy

Social Media

Legal Awareness

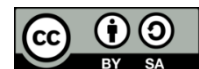
Adolescents

Legal Prevention

ABSTRACT

Social media has become an integral part of adolescents' daily communication, but its ease of use may also create legal risks when digital content is disseminated without sufficient awareness of legal and ethical boundaries. This community engagement activity aims to strengthen adolescents' understanding of responsible social media use and improve their ability to potentially identify and prevent unlawful digital behavior. The activity employed a normative legal education approach combined with descriptive methods, interactive counseling, discussion, and question-and-answer sessions. The materials focus on the legal implications of social media use, including defamation, hate speech, misinformation, copyright infringement, and child protection in electronic systems. The activity results indicate that legal education is important in bridging the gap between the existence of digital legal regulations and adolescents' practical understanding of their application in everyday social media activities. Interactive discussions also provided opportunities for participants to identify potential risks arising from digital communication and to formulate preventive responses. The activity emphasizes that legal literacy should not be limited to knowledge of statutory provisions but should be translated into responsible digital behavior. Strengthening preventive digital legal literacy can therefore contribute to creating a safer, more ethical, and legally aware digital environment for adolescents.

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1. INTRODUCTION

The development of social media has changed the way teenagers communicate, obtain information, build relationships, and express themselves. Digital spaces are no longer merely a means of entertainment, but have become part of the daily social lives of the younger generation. These changes provide benefits in the form of easier access to information and expanded interactions, but at

the same time create new spaces for the emergence of various digital risks. Jungselius' study shows that research on social media use among children and adolescents continues to increase, but is still largely dominated by quantitative research and cross-temporal approaches that do not fully describe the experience of social media use in context [1]. This situation indicates that social media issues among adolescents cannot be

understood solely based on the intensity of their use, but rather must be examined in terms of how adolescents understand, interpret, and respond to the risks that arise in digital interactions.

This vulnerability becomes even more significant when social media is used by adolescents, who are experiencing identity development and decision-making skills. While social media can be a means of developing social relationships, it can also expose adolescents to harmful content, aggressive behavior, privacy violations, and actions taken without consideration of long-term consequences. Sala et al. found that the relationship between social media use and adolescent well-being is complex, influenced by individual characteristics, usage patterns, content, and platform design [2]. Therefore, a preventative approach is inappropriate if it places all responsibility on young users. An educational environment capable of providing understanding, support, and prevention mechanisms appropriate to the characteristics of digital issues is also needed.

From a digital behavior perspective, these issues can escalate into harmful behavior. Wang et al., through a systematic review of online disinhibition and cyberbullying, demonstrated a link between low psychological inhibitions in online environments and the tendency to engage in cyberbullying. Factors such as moral disengagement and low self-control also play a role in this process [3]. Kim et al.'s findings also show that cyberincivility in adolescents can take the form of verbally aggressive behavior, impersonation, and social exclusion, while victims often experience serious consequences and do not always seek help promptly [4]. This means that social media issues don't just stop at ethical communication issues, but can develop into individual protection issues and require intervention mechanisms within the school environment.

Another equally important issue is privacy protection. Vespoli et al. showed that adolescents understand digital privacy from various perspectives, including security, identity, rights, and emotional consequences

[5]. This research shows that understanding privacy among adolescents needs to be part of efforts to build a safe digital environment. Purington Drake et al. developed the Youth Social Media Literacy Inventory, which covers several important domains, such as cyberbullying, privacy, news, phishing, and balanced media use [6]. These findings reinforce the view that social media literacy should not only teach the ability to use technology, but also the ability to recognize risks and make informed decisions when dealing with digital issues.

In the Indonesian context, this need has a more specific legal dimension. The use of social media should not be separated from the obligation to respect the rights of others and comply with legal provisions governing activities in electronic systems. This activity places Law Number 1 of 2024 as a normative basis, particularly in relation to the second amendment to Law Number 11 of 2008 concerning Electronic Information and Transactions. Several issues relevant to students include defamation, hate speech, the dissemination of false information, and the unauthorized use of copyrighted works. Furthermore, Article 16A of Law Number 1 of 2024 places child protection in the use of electronic systems as a crucial aspect.

State of the art Research on social media in children and adolescents has grown rapidly in recent years, but its focus remains largely on health, psychology, behavior, and media literacy. Jungselius found that of the 244 studies mapped, the majority came from the fields of health and psychology, while studies from other disciplinary perspectives were relatively limited [1]. Purington Drake et al. have made an important contribution through the development of a social media literacy measurement instrument that covers cyberbullying, privacy, news, and phishing risks.[6]Meanwhile, Iskandar, Maksum, and Marini showed in the Indonesian context that digital citizenship education, technological literacy skills, digital privacy awareness, and participation in digital social campaigns are related to the digital citizenship literacy skills of high school students [6]. These findings demonstrate the development of research

beyond simply using social media to developing more responsible digital competencies.

However, there are still research gaps relevant to this community service activity. Some previous studies have focused on risk mapping, psychosocial impacts, privacy, cyberbullying, or measuring social media literacy. Meanwhile, studies on digital legal literacy are emerging, but still require strengthening at the educational level, linking legal norms to the concrete situations faced by adolescents. Wahyu Romadlon et al., for example, emphasize the importance of developing a digital legal literacy curriculum as a strategy for preventing cybercrime among adolescents [7]. However, this approach is still at the curriculum framework stage, allowing for the development of a more applicable educational model through risk identification, case discussions, decision-making simulations, and strengthening early response mechanisms within the school environment.

This gap becomes even more relevant when linked to the partner's situation. Community Service activities demonstrate that social media has been viewed as a means of easy, fast, and widespread communication, but also has the potential to cause disruption and harm to users and others if used without adequate controls. The formulated problem explicitly questions whether social media can lead to legal violations and how to use it to prevent legal violations. Thus, the problem faced is not simply a lack of knowledge about social media, but rather the need to connect legal knowledge with the practical decisions made by adolescents when creating, receiving, storing, and distributing digital content.

The uniqueness of this activity lies in the development of a risk-based, early-response, preventative digital legal literacy approach. Unlike counseling sessions that simply position participants as recipients of information about legal provisions, this activity is aimed at connecting legal norms with digital situations relevant to adolescents' lives. Participants are not only introduced to the legal consequences of social media use,

but are also guided to recognize risky behavior, assess the consequences of posting or sharing information, understand protections for the privacy and dignity of others, and identify appropriate steps to take when facing digital challenges. This approach aligns with the need to make digital literacy a practical skill, not merely declarative knowledge.

Based on this, this community service activity aims to increase adolescents' understanding and legal awareness in using social media responsibly and to develop preventive skills to recognize and avoid digital behavior that has the potential to lead to legal violations. Specifically, the activity is aimed at providing an understanding of the legal risks of social media use, strengthening participants' ability to identify digital issues, and encouraging the development of safe, ethical, and responsible social media behavior. This approach is expected to not only increase participants' knowledge but also produce practical skills that can be applied in everyday digital life and developed sustainably within the school environment.

2. LITERATURE REVIEW

2.1 *Digital Citizenship and the Responsibilities of Social Media Users*

The development of social media has changed the interaction patterns of teenagers, so that the ability to use technology can no longer be separated from the ability to carry out responsibilities as digital citizens. The concept of digital citizenship positions users not only as parties capable of accessing and operating technology, but also as individuals who understand the rights, obligations, ethics, security, and consequences of actions taken in the digital space. Webster explains that digital citizenship and digital citizenship education encompass

the dimensions of responsible behavior, ethics, participation, and decision-making skills in the digital environment [8]. Thus, digital citizenship education is not solely directed at mastering technology, but also at developing behavioral patterns that are able to consider the social impact of each digital activity.

This perspective is becoming increasingly relevant in the educational context. Digital citizenship education at the school level needs to connect knowledge of digital rights and obligations with students' concrete experiences using social media. Studies on digital citizenship education for the current generation of students show that formal education plays a crucial role in shaping students' abilities, enabling them not only to become technology users but also to participate responsibly in the digital space [9]. This demonstrates that technical skills in using social media need to go hand in hand with an awareness of the ethics, privacy, security, and social consequences of digital activities.

Studies on digital citizenship literacy also show that privacy awareness, technological literacy, and digital social participation are important elements in the formation of students' digital competence [10]. Users who possess technical skills but lack awareness of the privacy and rights of others still have the potential to engage in actions that harm others. Therefore, digital citizenship needs to be understood as a skill that connects technology use with social responsibility.

In the context of this article, the concept of digital citizenship serves as the foundation for understanding digital legal literacy. Both concepts converge on the user's ability to consider the rights of others, privacy, communication ethics, security, and the consequences of digital activities. The difference lies in the orientation of digital legal literacy, which places a more specific emphasis on the ability to recognize actions that potentially violate the law. Therefore, the development of digital citizenship in students needs to be strengthened through legal understanding so that freedom of communication on social media continues alongside respect for the rights and interests of others.

2.2 *Social Media Risks, Misinformation, Privacy, and Cyberbullying*

Literature on social media use among adolescents indicates that digital risks are multidimensional. These risks are not only related to the intensity of social media use but also to content characteristics, the ability to evaluate information, interaction patterns, privacy protection, and the user's ability to control their response to the information they receive. Avci et al. demonstrated that social media is related to the process of identity formation and social development among adolescents, so digital experiences need to be understood as part of the social development of this age group [11].

One increasingly important risk is the spread of misinformation. Lu et al., through a meta-analysis, showed

that media literacy interventions can improve individuals' ability to assess the credibility of fake news [12]. These findings show that media literacy is not only the ability to access information, but also the ability to evaluate sources, understand context, and determine whether information is credible before disseminating it.

These findings are reinforced by Huang et al. who showed that media literacy interventions can increase individual resilience to misinformation [13]. These results have direct relevance to social media user behavior because the characteristics of social media allow information to spread quickly and reach many users in a short time. In the context of adolescents, the ability to pause, verify, and consider the consequences before sharing information is an important part of responsible digital behavior.

Another risk closely linked to social media use is cyberbullying. Research on school-based prevention programs shows that an educational approach involving the entire school environment can contribute to the prevention of bullying and cyberbullying behavior [14]. This approach is important because cyberbullying is not only related to the relationship between the perpetrator and the victim, but also to the social environment that allows content to be produced, disseminated, and continuously reproduced.

Shi et al., through a systematic review and meta-analysis, also demonstrated the importance of school-based interventions in addressing

cyberbullying and its impact on the psychosocial well-being of children and adolescents [15]. Meanwhile, Kurnaz and Koçtürk demonstrated that specific intervention programs can contribute to reducing cyberbullying among adolescents. These findings demonstrate that prevention is not simply about prohibitions, but requires education and interventions that can develop students' abilities to recognize and respond to digital risks.

In addition to conventional educational approaches, technological developments are also beginning to be used in bullying and cyberbullying prevention strategies. Serritella et al. demonstrated that technology-based solutions can be used as an approach to support bullying and cyberbullying prevention when combined with appropriate educational strategies. Therefore, the risks of social media use need to be understood as an issue involving behavioral, social, technological, and educational aspects.

Based on this literature, it can be understood that misinformation, privacy violations, and cyberbullying have distinct characteristics, but they all converge on the issue of users' limited ability to consider the consequences of digital actions. This situation demonstrates the importance of a literacy approach that not only provides knowledge about risks but also develops the ability to make informed decisions before engaging in digital actions.

2.3 *Digital Literacy Education as a Preventive Strategy*

The literature on digital literacy education indicates a shift in orientation from learning that emphasizes solely mastery of knowledge to learning that encourages the ability to apply that knowledge in real-world situations. Students should not simply be given definitions of misinformation, cyberbullying, privacy, and digital security; they should also be given opportunities to analyze cases, evaluate information, consider consequences, and determine appropriate actions.

Findings regarding media literacy interventions indicate that the ability to evaluate information can be developed through a systematically designed educational process [16],[17]. These findings provide the basis for demonstrating that critical information literacy is not simply an innate skill of social media users. Rather, it can be developed through learning that provides students with space for evaluation, reflection, and decision-making.

Educational approaches are also important in preventing cyberbullying. School-based programs demonstrate that educational environments play a strategic role in shaping students' digital behavior [17],[16]. This demonstrates that preventing risky digital behavior shouldn't be solely the responsibility of students as social media users. Schools need to foster an environment that supports the development of safe, ethical, and responsible digital habits.

In this context, digital legal literacy can be positioned as part

of a preventative strategy. Digital legal literacy not only provides knowledge of laws and regulations but also helps students understand the relationship between digital actions and rights, obligations, and legal consequences. This approach allows students to consider actions before taking them, particularly when it comes to disseminating information, using other people's photos or videos, commenting on specific individuals, and disseminating content that could harm others.

Therefore, digital legal literacy education should utilize a case-based approach. Students can be provided with concrete examples in the form of screenshots of conversations, social media posts, photos, videos, or information circulating in their environment. Participants are then guided to identify the problem, identify potential victims, conduct verification, assess potential risks, and determine appropriate action. This approach makes legal learning a decision-making process, not simply a matter of memorizing legal provisions.

Literature on digital citizenship, misinformation, and cyberbullying demonstrates that technical skills in using social media must be accompanied by critical and responsible thinking skills. However, some research still places digital citizenship, media literacy, misinformation, privacy, and cyberbullying as relatively separate areas of study. This space is crucial for developing digital legal literacy, specifically linking the ability to evaluate information with an awareness of legal consequences.

Based on this, this article positions digital legal literacy as a preventative approach that works before digital actions escalate into social conflict or legal issues. This approach is implemented through risk identification, pre-action evaluation, prevention, and response to digital issues, as well as the development of a sustainable digital culture. In this way, legal education does not stop at understanding norms but is directed at developing students' abilities to make critical, ethical, and responsible decisions when using social media.

3. METHODS

This study employed a qualitative descriptive approach with a normative legal perspective and a participatory approach. The normative legal approach was used to analyze legal provisions governing the use of social media, specifically Law Number 1 of 2024 concerning the Second Amendment to Law Number 11 of 2008 concerning Electronic Information and Transactions. The qualitative descriptive approach was used to describe participants' level of understanding regarding the legal risks in social media use and forms of digital behavior that have the potential to give rise to legal issues. The participatory approach was implemented through counseling, discussions, case studies, and Q&A sessions so that participants were actively involved in identifying problems and determining preventive measures.

The activity was conducted at Darulhikmah High School, South Tangerang, in September 2026, involving 30 students as the main participants and three informants consisting of school leaders, teachers, and student assistants. Participants were selected purposively, considering their involvement in social media activities and their relevance to the activity's objectives. Informants were chosen based on their knowledge and

involvement in student development and managing issues related to student behavior.

Data collection was conducted through semi-structured interviews, observations, documentation, pre- and post-tests, and interactive discussions. Interviews were used to obtain information on social media usage patterns, potential issues, levels of legal understanding, and guidance mechanisms implemented in the school environment. Observations were conducted during the activities to assess participant responses and engagement. A pre-test was administered before the material was delivered to determine initial understanding, while a post-test was used to identify changes in understanding after the activity. Documentation was used as supporting data for the implementation and evaluation of the activities.

The instruments used included interview guidelines, observation sheets, pre-test and post-test questionnaires, counseling materials, and case study sheets. The materials covered defamation, hate speech, the spread of false information, copyright infringement, privacy protection, and child protection in electronic systems. Data validity was strengthened through triangulation of sources and techniques by comparing the results of interviews, observations, documentation, and participant evaluations. Qualitative data were analyzed through data reduction, grouping by theme, data presentation, and drawing conclusions. The results of the pre-test and post-test were analyzed descriptively by comparing the level of participants' understanding before and after the materials were provided to observe changes in legal knowledge regarding social media use.

4. RESULTS AND DISCUSSION

4.1 The Potential of Social Media as a Trigger for Law Violations among Teenagers

Field identification results indicate that social media has become part of students' daily communication activities. Social media use is not only related to entertainment, but

also used to communicate with friends, express opinions, share information, upload photos and videos, and follow various developments in the social environment. The intensity of this use indicates that the digital space has become an inseparable part of students' interaction patterns. This condition essentially provides positive benefits by expanding access to information and communication, but also opens up the possibility of detrimental actions if users do not consider the consequences of each content created or disseminated.

Interviews with schools and students revealed that the primary issue lies not with the existence of social media itself, but rather with how users understand the boundaries between freedom of expression and actions that could harm others. Students are generally familiar with terms like cyberbullying, hoaxes, insults, and privacy, but this understanding is not always accompanied by the ability to determine when a digital action has entered the realm of potential legal consequences. Discussions also revealed a tendency to view reposting, commenting, or forwarding information as simple activities because they are done on personal devices. However, these actions can broaden the reach of information and increase its impact on those subject to the content.

These findings demonstrate that legal risks in social media use emerge through a gradual process. An action can begin with a joke, an off-the-cuff comment, the dissemination of unverified information, or the use of someone else's images and videos. When such actions are repeated, directed at an individual, or cause specific harm, what was initially considered ordinary communication can escalate into social conflict and legal issues. Therefore, the extent of the problem is not solely determined by the user's initial intent; it also requires consideration of the communication's content, context, target audience, distribution method, consequences, and relevant legal provisions.

These findings are in line with research by Senekel et al., who found a strong positive relationship between understanding digital citizenship and students' ethical

behavior in using TikTok [18]. The study showed that the better students' understanding of digital citizenship, the better their ethical behavior in using social media. Therefore, the ability to understand norms in digital spaces is a crucial factor in shaping young users' behavior.

The problem becomes more serious when digital communication occurs under conditions of online disinhibition, a state in which a person feels freer to act in digital spaces than when interacting face-to-face. Wang et al. showed that online disinhibition is related to cyberbullying behavior in adolescents [2]. This mechanism can be strengthened by moral disengagement and low self-control. These findings explain why some adolescents may make hurtful comments, commit insults, or spread certain content without first considering the consequences for the victim.

In the school context, this situation needs to be viewed as an issue that transcends the individual relationship between the perpetrator and the victim. Once content has been published, the easily replicated and disseminated nature of social media means the impact of an action can spread much more quickly than face-to-face communication. A single comment can be responded to by many users, a single photo can be downloaded and re-shared, and a single piece of false information can be forwarded to other communication groups before its truth is known [19]. Therefore, social media legal risks are cumulative in nature: the impact of an action can increase as the number of people who receive, store, or share the content increases.

The next finding relates to unverified information. Students showed a tendency to accept information from social media as readily re-shareable, especially if it relates to their social circle or has emotional appeal. In situations like this, the issue is not only about the truth or falsity of the information, but also the user's responsibility when choosing to share it. Research by Ku et al. showed that interventions in the form of critical thinking boosts and norm-based nudges can increase reflective engagement when users encounter

information on social media [20]. The findings suggest that the ability to pause, examine information, and consider the consequences before acting is a critical competency in dealing with digital risks.

From a legal perspective, such behavior is important because the distribution of information via social media differs from private communication. Information shared with a large audience has the potential to have broader consequences for a person's honor, reputation, security, and interests [21],[22]. Therefore, legal awareness in social media use cannot simply consist of memorizing specific articles. Legal awareness must be evident in users' ability to exercise judgment before making digital decisions.

Other risks were identified in the use of other people's identities, images, videos, and personal information. Discussions revealed that some participants did not fully consider the use of other people's photos or videos as an issue that should be taken seriously, particularly when the material is obtained from social media and is publicly available. However, the openness of online content does not automatically diminish the rights or interests of those involved. Privacy issues are further complicated by the fact that teenagers often fail to consider how a post might impact themselves or others in the long term.

Gobel et al. show that digital citizenship practices in social media use include communication ethics, privacy, and social responsibility [23]. Responsible users consider not only whether an action is technically feasible, but also whether it could harm others. These findings reinforce field findings that technical skills in using social media need to be balanced with the ability to consider the ethical and social dimensions of every digital action.

Social media risks can also develop into cyberbullying. Identification results show that forms of communication initially perceived as joking can turn into insults if repeated and directed at an individual. When this content is then disseminated to a wider group, victims can experience social and reputational pressure. Chicote-Beato et al., in

a systematic review of cyberbullying prevention programs, found that programs that provide spaces for discussion, collaboration, online social skills, family support, and training for bystanders play a crucial role in preventing aggressive behavior in digital spaces [24].

These findings have important implications for understanding legal violations on social media. Not every disrespectful act automatically constitutes a violation of the law, and not every digital conflict can be directly categorized as a crime. However, there are certain circumstances under which digital actions meet the elements of a legally prohibited act. Therefore, legal education for students must avoid two extremes: viewing all negative behavior on social media as a crime and conversely viewing all social media activity as a free act without legal consequences.

Buchan et al. showed that digital literacy and cyber law awareness training that combined needs analysis, material delivery, hands-on practice, interactive discussions, case simulations, and evaluations could improve participants' understanding of digital security, media ethics, and electronic transaction law [25]. These findings are relevant to the results of the activity because they show that legal understanding is more easily built when participants not only receive normative explanations, but are also confronted with examples and situations that resemble their everyday experiences.

The results of the activity show that the source of the problem is not simply a lack of knowledge about regulations, but rather a gap between knowing the norms and being able to apply them in concrete situations. A student may know that spreading hoaxes is problematic, but may not necessarily be able to determine whether certain information is a hoax before sharing it [26]. Similarly, a student may know that insulting others is a bad thing, but may not necessarily understand the line between criticism, joking, insulting, and actions that could result in legal consequences.

Thus, social media can lead to legal violations not because the technology is

inherently negative, but because the nature of digital communication allows for rapid, widespread, repetitive, and documented actions. This risk is exacerbated when users have low levels of legal literacy, fail to verify information, fail to consider privacy, and fail to understand the consequences of the content they create and disseminate. These findings demonstrate that preventative measures must be implemented before an action escalates into conflict or legal action.

Synthesizing field findings and previous research, the legal risks of social media use among adolescents are multidimensional, involving individual

behavior, the social environment, technological characteristics, and the level of understanding of norms. Senekel et al. demonstrate the importance of digital citizenship for ethical behavior [18], Wang et al. showed the relationship between online disinhibition and cyberbullying [3], while Buchan et al. show the importance of practice-based learning in building cyber law awareness [25]. Therefore, social media issues among students cannot be resolved simply by prohibiting or restricting their use. They require strengthening their ability to recognize risks, consider consequences, and make responsible digital decisions.

Table 1. Forms of Social Media Use Risks and Potential Consequences

Forms of social media use	Identified risks	Potential impact	Prevention needs
Comments on other people	Insult, personal attacks, conflict	Loss of reputation and social conflict	Communication ethics and awareness law
Share information without verification	Hoax and information misleading	Panic, misunderstanding, loss to others	Verification and critical thinking
Upload photos/ other people's videos	Violation of privacy and abuse content	Personal loss and social	Consent and protection privacy
Sharing repetitive content that attacks someone	Cyberbullying	Social and psychological pressure	Reporting and mentoring
Using another person's work without due consideration	Potential copyright infringement	Losses to rights holders	Intellectual property rights awareness
Using accounts impulsively	Online disinhibition	Aggressive and difficult to control behavior	Self-control and reflection before uploading

The table shows that risk doesn't arise from a single behavior. It arises from a combination of the type of content, how it's used, the communication target, the reach of its distribution, and the consequences. Therefore, prevention strategies must be focused on decision-making before content is produced or disseminated.

4.2 Social Media Handling Strategies through Strengthening Digital Legal Literacy and Preventive Behavior

The results of the activity indicate that managing students' social media use cannot be done simply by prohibiting them or providing a list of actions deemed dangerous. Participants need a more operational understanding of how to recognize risks, consider consequences, verify information, maintain privacy, and determine appropriate actions before creating or disseminating content. Therefore, the main issue lies not solely in the participants' ability to operate technology, but in their ability to use it responsibly, taking into account ethical and legal aspects.

Observations during the presentation and discussion showed that using concrete examples more easily helped participants connect legal norms to their everyday experiences using social media. When given illustrations such as comments on friends, the spread of unverified information, the use of other people's photos, or the forwarding of content to a communication group, participants were able to understand that actions initially considered ordinary activities can actually cause problems if carried out without considering the context and consequences. This shows that digital legal education will be more effective when legal norms are translated into situations close to the participants' lives [27].

These findings are important because legal knowledge does not automatically result in legal behavior. A person may know that certain information must be verified before disseminating it, but in a fast-paced communication situation, they may still act impulsively. Therefore, social media management needs to be directed at developing the habit of making decisions before engaging in digital activities. The principle developed is not simply "knowing what is prohibited," but also being able to recognize the risks before taking action.

This approach is supported by research by Zou et al. on experiential social media literacy learning. The study demonstrated that converting understanding into action is crucial for achieving better learning outcomes. The process of reflection, conceptualization, and active experimentation helps participants retain knowledge and apply it in relevant situations. These findings reinforce the approach used in this activity, which emphasizes that legal material delivery needs to be followed by discussions and simulations to ensure participants do not stop at conceptual understanding [28].

Based on these findings, the first step in managing social media is developing the ability to pause and think before uploading or sharing content. This step is crucial because the nature of social media allows for rapid communication. Participants need to get used

to asking several questions before taking digital actions, such as whether the information is true, whether the source is trustworthy, whether the content concerns another person's privacy, whether the parties involved in the content have given consent, and whether the distribution of the content could harm certain parties [29].

These skills are also relevant in addressing misinformation. Orosz et al., through an experimental study of adolescents, showed that a brief intervention designed to increase awareness of misinformation improved the ability to recognize fake news, with some effects even remaining visible several weeks later. These findings suggest that digital literacy education does not necessarily need to be a lengthy program to produce change, but rather needs to be appropriately designed to actively engage participants in the information evaluation process [30].

Similar findings were demonstrated by Berger et al., who compared fact-checking with a media literacy intervention. The results showed that media literacy provided more general skills in distinguishing between false and true information, while fact-checking tended to have an impact on specifically verified false information. This means that simply teaching participants to check a single piece of information is insufficient. Participants need to develop skills that can be reused when encountering various forms of information on social media [31].

These findings provide an important basis for the approach used in this activity. Digital legal education should not only provide examples of past cases but also develop thinking patterns that can be applied to new cases. Participants need to be able to recognize the characteristics of the problem, identify potential victims, verify information, and determine the safest course of action before content is disseminated. Thus, digital legal literacy has a preventative function because it operates before an action develops into a legal issue.

The second strategy is to integrate critical thinking skills into digital legal literacy. Participants should not simply be

provided with information about regulations; they should also be trained to question sources, understand context, distinguish between fact and opinion, and consider the consequences of digital decisions. Lu and Gu's research, through a systematic review and meta-analysis on digital citizenship, shows that digital citizenship in adolescents is influenced by various individual and environmental factors and is related to online behavior and students' learning processes [32].

Thus, the application of digital legal literacy in schools should not be treated as a stand-alone supplementary material. It can be integrated into student learning and development through cases relevant to their lives. For example, when participants obtain a screenshot of a conversation, video, photo, or news circulating on social media, they can be asked to determine whether the content is appropriate for distribution, what the risks are, who might be harmed, and what action should be taken. This process transforms legal learning from rote memorization to decision-making.

The third strategy is to establish a response mechanism when digital issues have already occurred. Prevention does not mean eliminating all risks. Therefore, participants also need to understand what actions to take if they are victims, witnesses, or those who become aware of problematic content. The results of the activity demonstrated the need for an understanding of initial actions, such as not spreading content widely, storing evidence appropriately, reporting to trusted parties, and seeking assistance when issues cannot be resolved internally.

This approach aligns with the evaluation of the Be Internet Awesome program conducted by Jones et al. The study showed that digital citizenship education can improve knowledge about online safety and self-efficacy in dealing with online issues, although not all aspects of digital behavior automatically change. This finding is important because it demonstrates that digital education should not be measured solely by increased knowledge. The ability to face real-

world problems should also be part of the educational goal [33].

Thus, schools have a strategic position in establishing response mechanisms. Schools don't have to take over all student digital issues, but they do need to provide a clear initial pathway when issues arise. Students need to know who to report to, how to safeguard evidence, when to seek help from a teacher or parent, and when an issue requires further guidance. Such mechanisms can reduce the tendency for students to resolve digital conflicts spontaneously through retaliation, reposting, or other actions that escalate the problem [34].

The fourth strategy is to build digital legal literacy into the school culture, not just a one-time activity. Research on social media literacy interventions demonstrates the importance of developing self-regulation and decision-making skills in navigating the social media environment. Sustainable digital literacy will better enable students to develop responsible social media habits [35].

In this context, education about social media needs to be continued through school rules and regulations. Rules should not simply prohibit social media use; they should also explain the principles of responsible use, privacy protection, communication ethics, reporting mechanisms, and support when problems arise. This approach is more constructive than purely repressive restrictions because it empowers students to understand the rationale behind a rule.

These findings are further supported by research by Viguer and Picó-Garcés on the development of a Media and Information Literacy for Critical Thinking intervention protocol. This research positions information literacy and critical thinking as competencies related to adolescents' ability to responsibly navigate digital information. The intervention focuses not only on content evaluation skills but also on reflection, resilience, autonomy, social responsibility, and ethical decision-making [36].

Based on these findings, effective social media management can be formulated into four interrelated stages: risk identification, pre-action evaluation, response

when problems arise, and the development of a sustainable digital culture. These four stages demonstrate that preventing legal violations cannot rely solely on knowledge of laws and regulations. Prevention requires a shift in how

participants view digital activities, from spontaneous actions to actions preceded by consideration of the accuracy of information, privacy, the rights of others, ethics, and legal consequences.

Table 2. Preventive Strategies for Handling Social Media in School Environments

Stage	Form of strategy	Built capabilities	Expected output
Identification	Recognizing risky content and behavior	Risk awareness digital	Participants are able to identify problems
Evaluation	Examining sources, context, privacy, and impact	Critical thinking and legal awareness	Participants are able to assess the feasibility of an action
Prevention	Delay upload, do not distribute, ask for approval, and do verification	Self-control and digital responsibility	Reduced impulsive actions
Response	Reporting, saving evidence, and ask for assistance	Ability to deal with digital problems	The issue is not developing become a conflict wider
Sustainability	Coaching, rules schools and regular education	Digital citizenship culture	Formed a safer school digital environment

The table shows that social media management should be viewed as a preventative cycle, not a post-violation response. The identification phase builds awareness, the evaluation phase fosters critical thinking skills, the prevention phase transforms knowledge into behavior, and the response phase provides mechanisms when risks arise. The final phase ensures that the process continues after educational activities are completed.

Critically, this approach also demonstrates that the success of digital legal literacy should not be measured solely by participants' ability to cite regulations or types of violations. A more substantive measure is the participants' ability to apply this knowledge when faced with real-life situations. This aligns with Zou et al.'s findings that transforming knowledge into action is a crucial part of the media literacy learning process [28].

Therefore, the most relevant strategy for students is a preventive, participatory, and case-based approach. Preventive means taking action before a problem develops into a violation; participatory means involving participants in the process of identifying and

resolving the problem; and case-based means interpreting legal norms through concrete situations that are close to the participants' digital experiences. This approach makes digital legal literacy not simply a process of knowledge transfer, but a mechanism for developing responsible decision-making skills.

Ultimately, safe social media use does not mean eliminating students' freedom of communication and expression. What needs to be developed is the ability to exercise that freedom while considering the rights of others and the consequences of each action. Therefore, proper social media management is not aimed at prohibiting its use, but rather at developing critical, ethical, responsible, and legally aware digital users.

5. CONCLUSION

Social media has two characteristics that operate simultaneously: as a means of communication that provides convenience for students and as a digital space that can lead to legal consequences if used without awareness of the limitations of rights, privacy, ethics, and provisions of laws and regulations. The findings indicate that the main problem lies

not in the use of social media, but rather in the gap between the ability to use technology and the ability to consider the consequences of digital actions. Thus, the potential for legal violations can arise when activities such as disseminating information, providing comments, using other parties' content, or publishing digital materials are carried out without verification and without considering the impact on others.

Social media management needs to be directed at developing preventive skills, not simply limiting use. Digital legal literacy needs to be developed through the ability to recognize risks, conduct verification, consider privacy and the rights of others, control actions before uploading or distributing content, and understand response mechanisms when problems arise. Consequently, schools need to make digital legal literacy part of ongoing development through case-based education, strengthening reporting mechanisms, and mentoring

students. This approach is recommended to be developed consistently so that social media use can support educational activities while developing critical, ethical, responsible, and legally aware students in the digital space.

THANK-YOU NOTE

The author would like to express his gratitude to all parties who supported the implementation of the community service activity entitled "Handling Social Media to Avoid Legal Violations through Digital Legal Literacy." Special thanks are extended to the school, teachers, and students who actively participated during the educational activities and discussions. Their participation and cooperation significantly contributed to the smooth running and success of the activity.

The author declares that this activity did not receive any specific funding or financial support from any funding agency, institution, or commercial organization.

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